**JOMC 552.01**

**JOMC 752.01**

**LEADERSHIP IN A TIME OF CHANGE**

**Fall 2014**

**Thursdays, 2:00 – 4:30 p.m.**

**Room 268**

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**Course Description:** During a time of fast-paced innovation and “creative destruction” in the media industry, Leadership in a Time of Change examines in depth the critical strategic choices facing executives in both start-up and established news and technology companies.

This course introduces applied concepts in strategic decision-making, organizational behavior and operational management. Through weekly readings and discussion of recent scholarly and professional research, students will gain an appreciation for both the quantitative and qualitative aspects of leadership.

An essential component of this course is hands-on field work funded by both the McCormick and Knight Foundations. For the past ten semesters, almost 200 students in this course have worked with more than a dozen community newspapers throughout the country, helping them develop new business models for the 21st century. This effort became the basis of a book published in the spring of 2014 by UNC Press, *Saving Community Journalism: The Path to Profitability*, and the instructional website, [www.savingcommunityjournalism.com](http://www.savingcommunityjournalism.com).

Students taking the course this fall will have the opportunity to continue this work, or work on two other related projects. Details of the three projects will be distributed in the first class (August 21). Team assignments, which will be made during the second class, will be based on your interests and skills. *These projects are very different from the semester-long projects that you typically encounter in other upper-level courses at either the journalism or business schools.* Since most of these projects span several semesters, your team will be expected to pick up where the last group left off and then work toward “ passing the baton” to students in the following semester’s class. This passing of a project from one department or team to another is typical of the work flow in most organizations, whether for-profit or nonprofit, start-up or mature. Therefore, these projects will give you an opportunity to develop a different set of management skills than other class projects you may have participated in. The field work may involve any or all of the following: conducting research, recommending strategies, and working side-by-side with the client to implement change. Your team will be expected to deal directly with the client throughout the semester.

This in-field consulting project will offer you the opportunity to evaluate your own style of management and leadership and compare it with the styles of others who are leading a change process or business transformation. In addition to gaining a better understanding of the challenges facing companies during a period of immense disruption, you should gain valuable insights into the critical leadership skills needed to succeed in the 21st century.

Recent research by the Center for Creative Leadership has found that high performing leaders say that they “learned” how to be a leader by having challenging assignments, receiving coaching and mentoring, and by taking formal leadership courses. All three elements are necessary if individuals were to move from merely being a “top performer” in an organization to being a “high-performing leader.” Therefore, this course attempts to incorporate all three elements into the experience you will have as a student this semester.

You will have numerous opportunities to lead and excel at producing a final project for a “real” client. I will serve as a coach – as will your classmates. And you will have ample opportunity to discuss and apply the required readings.

**Course Objectives:** This course is designed for: future journalists who aspire to cover either business or politics; business and marketing majors who will be working in media or technology companies; entrepreneurs who are leading a team through the start-up phase; and mature managers who are seeking to incorporate the best principles of business strategy and leadership into the vision and management of nonprofit or mission-driven organizations. This course tends to attract a diverse group of students, and, if your experience is typical, you will find that you learn a great deal from your classmates.

Because this is a capstone course, many of you will have objectives specific to your long-term career aspirations. In general, I select readings and design field work in this course so that you emerge with:

* **An historical appreciation for leadership and strategy development in the political, military and business arenas, and a nuanced understanding of the strengths and weaknesses of historical and contemporary leaders in each of those fields.**
* **A personalized framework for assessing your own leadership strengths and weaknesses and coming up with a “game plan” for lifelong learning and improvement.**
* **Familiarity with recent research on strategic and organizational concepts, including high performance teams, creative destruction, confirmatory bias, and diversity issues.**
* **In-depth knowledge of the strategic and organizational challenges facing 21st-century executives in media and technology organizations.**
* ***And last, but not least,* hands-on experience analyzing the business strategy of a media company, presenting research and analysis to management, and then assisting with the implementation and management of change.**

**Course Requirements and Grading**:

Leadership in a Time of Change builds on the skills acquired in other courses. Therefore, undergraduate JOMC students should have completed at least one of the following - Digital Media Economics and Behavior (JOMC 551), Concepts of Marketing (JOMC 475), Digital Advertising and Marketing or Market Intelligence (JOMC 491), or Business Reporting (JOMC 452). You should be comfortable analyzing basic financial statements and market research. Graduate students should have completed at least one of these courses, or have relevant professional experience**.** Business majors or MBA candidates should have completed basic core courses.

**Grading:**

This is an upper-level seminar course. Grading is based equally on two components:

* your participation in and contribution to class discussions built around the assigned readings, case studies, leadership presentations and book reports,
* a case study, research report or other finished product, based on your field assignment.

Class Participation:

 Assigned Readings, Case Studies 30%

 Presentation of a Leadership Profile 10%

 Historical Book Report 10%

Research Report or Case Study, based on Field Work 50%

*There will be an additional weekly one-hour research requirement for graduate students, related to the field work.*

**Please Note:** Given the heavy emphasis on class participation, you must do the assigned readings if you hope to achieve a good grade in this class.

**IMPORTANT: Students who wish to receive an “A” for the semester’s work – or the graduate equivalent of “Honors” – should deliver to the professor in the second class (Aug. 28) a sealed one-page letter explaining how they will earn that grade.** This letter is the first leadership exercise and is designed to help you clarify your own personal and professional goals for this course. I will open and read it AT THE END of the semester, after the final project is submitted. If I disagree with your goals or anticipated “performance” in this class, I will contact you directly to discuss at semester’s end – much as your supervisor will in annual performance reviews. If, at any time, you are having trouble meeting the goals you have set for yourself at the beginning of the semester, feel free to contact me to discuss. Please read Chapter 3, “Giving an A” in *The Art of Possibility* (see below, required reading) before composing the letter. Consider this assignment a personal contract with yourself and the beginning of a lifelong commitment to periodic self-assessment and goal-setting.

**Class Participation:** Since this is a seminar course, students are expected to attend class and actively participate in discussions, which will be based on assigned readings, select case studies and field work. Students should read assigned texts and case studies in advance and come to class ready to volunteer insights and perspectives. A well-informed future media executive regularly reads *The Wall Street Journal* and *The New York Times*. In addition, students should sign up to receive updates from at least one of the following websites:

<http://hbswk.hbs.edu/> (Harvard)

[www.gsb.columbia.edu/ideasatwork](http://www.gsb.columbia.edu/ideasatwork) (Columbia)

[knowledge.wharton.upenn.edu](http://knowledge.wharton.upenn.edu/) (University of Pennsylvania)

[www.mckinsey.com/insights](http://www.mckinsey.com/insights) (McKinsey & Co.)

[www.strategy-business.com](http://www.strategy-business.com) (Strategy&, formerly Booz & Company)

By now you may be realizing that this course has a heavy reading requirement. On average, you will be reading one book a week, plus daily news and research updates. You will quickly fall behind unless you develop a plan of attack. The most successful leaders know how to prioritize competing demands *and* how to effectively manage their time so they are not working 24/7. In the first class, I will discuss how you can use the reading assignments to begin to develop and improve your own time-management skills.

Each week, I will ask one of you to take notes on the class discussion and briefly summarize the main “aha moments” (personal epiphanies). In addition, that person will be responsible for posting on the discussion board and bringing to the attention of your classmates interesting leadership “examples” culled from the headlines. Your notes should be posted on Sakai – on the discussion board by the end of Friday.

**Leadership Profile**: In previous semesters, students have chosen either a well-known executive – such as Steve Jobs, Meg Whitman, Michael Bloomberg or Ted Turner – or a lesser-known executive at a local company or organizations who has dealt successfully with a major change initiative.

In the second half of the semester, you will be responsible for producing a 4-page paper and leading a 20-minute class discussion on the leader you choose.

*Selection of leader is due by September 4.*

**Historical Book Report:** Until the latter part of the 20th century, the curriculum in most business schools focused almost exclusively on the quantitative skills needed to become a successful manager. Study and appreciation of the more qualitative leadership skills were left to the historians. So no study of leadership in the 21st century would be complete without considering the historical development and study of leadership that underpin both our cultural assumptions, as well as current scholarly debate.

You will have the opportunity to take a trip back in time by choosing to read one of these historical accounts:

*The Art of War,* by Sun Tzu. Oxford University Press.

*The Prince*, by Niccolo Machiavelli. Oxford University Press.

*1776*, by David McCullough. Simon & Schuster.

*April 1865*, by Jay Winik. Harper Collins.

*Theodore Roosevelt* (The American Presidents Series), by Louis Auchincloss and Arthur Schlesinger.

*The Defining Moment: Roosevelt’s First 100 Days*, by Jonathan Alter.

*Citizen Soldiers*, by Steven Ambrose. Simon & Schuster.

*The Best and the Brightest*, by David Halberstam. Alfred Knopf.

In the second half of the semester, you will lead a class discussion on this book (20 to 30 minutes), focusing especially on the leadership lessons applicable to politicians or business executives dealing with uncertainty.

*Selection of book is due by September 4. See course calendar for due date for class discussion.*

**Case Study or Research Report:** In consultation with the professor, you will produce either a case study or a research report or some other client-focused work. This can be based on field work with the McCormick/Knight community news initiative, or can form the basis of a potential senior honors or Master’s thesis, or doctoral dissertation. There have been a number of theses and dissertations that were either started or amplified by work done in this Leadership class. Based on research conducted in this class, two cases studies written by students (one of which we’ll use) have been published by Columbia and Yale Universities, and two student papers have been presented at AEJMC.

Here is a sampling of some of the theses and dissertations produced by former Leadership students:

*Hangings to Hurricanes: What Readers Want From Their Community Newspaper’s Website*

*Coming Back for More: The Importance of Reader Loyalty for FayObserver.com*

*No News for Breakfast: How Millennials Consume News*

*Creative Destruction and Continuous Renewal at the Associated Press*

*The Economics of Advertising: The Principle of Relative Constancy Reconsidered*

*Leadership Development in a High Performance Public Relations Agency*

*Accurate As of the Time Stamp: Newsroom Journalism Ethics in a Time of Economic and Technological Change*

Depending on the quality of the case study or research report you produce, you may be asked to present your findings and recommendations directly to the company’s executives.

*Final project is due Dec. 3.*

**Required Reading:**

On Sakai, under Resources, each week has a Guide page where I have posted some important quotes from the required readings, along with additional readings to supplement our class discussion. Make sure to check Sakai weekly.

This course is designed to help you begin to acquire a “library” of seminal leadership texts. While numerous books on leadership are published each year, these have been chosen because the material in the book has been researched and vetted, often in an academic setting.

*Saving Community Journalism: The Path to Profitability,* Penelope Muse Abernathy, UNC Press.

*Good to Great,* Jim Collins, Harper Business.

*Leading Change,* John Kotter, Harvard Business School Press.

*The Wisdom of Teams,* Jon Katzenbach and Douglas Smith, Harvard Business School Press.

*Seven Strategy Questions*, Robert Simons, Harvard Business Review Press.

*The Strategy-Focused Organization,* Robert Kaplan and David Norton, Harvard Business School Press.

*Leadership on the Line,* Ronald Heifetz and Marty Linsky, Harvard Business School Press.

*Creative Destruction: Why Companies That Are Built to Last Underperform the Market,* Richard Foster and Sarah Kaplan, Currency Doubleday.

*Certain Trumpets,* Garry Wills, Simon & Schuster.

*The Art of Possibility,* Rosamund Stone Zander and Benjamin Zander, Harvard Business School Press.

**Required Cases:**

In addition, you will be assigned a handful of case studies that we will discuss in class during the semester. These cases will include:

*Chasing the Community Newspaper Rainbow: The Whiteville News Reporter in the Digital Age.*

*Columbia: The Final Mission – A Simulation*

*The Wall Street Journal International Editions (UNC)*

*AJR: Can It Survive?*

*Everest: Leadership and Team Simulation*

*Paul Robertson and Medici String Quartet, 2007*

These cases will be purchased for you and made available on Blackboard.

**Course Calendar:**

**Aug. 21: Introduction: What is leadership? What is my leadership preference?**

 *In class assignments:*

 *Coloring Outside the Lines*, Abernathy, UNC-G Honors Convocation

 Myers-Briggs Type Indicator

**Aug. 28:** **Creating a Winning Strategy**

 *Reading:*

*Saving Community Journalism: The Path to Profitability*

[*www.savingcommunityjournalism.com*](http://www.savingcommunityjournalism.com)

Chapter 3, “Giving an A,” *The Art of Possibility,* Zander and Zander

*Class Discussion:*

What Type Are You? (Results of Myers-Briggs Personality Inventory)

 ***Team Assignments and “Giving An A” Letter are due.***

**Sep. 4:** **Leading Change**

*Reading:*

*Leading Change*, Kotter

*The Lords of Strategy,* Walter Kiechel (class handout)

*Good to Great,* Collins, Chapters 1-6

*Case Study:*

*Chasing the Community Newspaper Rainbow: the Whiteville News Reporter and the Digital Age*

***Historical Book Assignment and Leadership Profile Choice are due.***

**Sep. 11:** **Creating a Team-Based Culture**

 *Reading:*

*The Wisdom of Teams*, Katzenbach and Smith

*Case Study:*

*Columbia’s Final Mission: A Multimedia Case, Simulation*

**Sep. 18:** **Creating a New Strategy**

 *Readings:*

*Seven Strategy Questions,* Simons

  *Case Study:*

 *The Wall Street Journal International Editions*

**Sep. 25:** **Implementing a New Strategy**

 *Reading:*

*The Strategy-Focused Organization*, Kaplan and Norton

 *Case Study*:

*AJR: Can It Survive?*

**Oct. 2:** **Leadership on the Line**

*Reading:*

*Leadership on the Line*, Heifetz and Linsky

 *Case Study:*

 *Everest: Leadership and Team Simulation*

**Oct. 9: Continual Renewal vs. Creative Destruction**

 *Readings*:

*Creative Destruction: Why Companies That Are Built to Last Underperform the Market,* Foster and Kaplan

*Good to Great,* Collins, Chapters 7-9, Epilogue

*Case Study*: *Paul Robertson and the Medici String Quartet*, *February 2007*

**Fall Break – October 15-19**

**Oct. 23:** **Leadership Across Disciplines**

 *Readings:*

*Certain Trumpets*, Wills

*Timeless Lessons in Leadership,* Abernathy, UNC-G Commencement Speech

Book Reports on *The Prince and The Art of War*

**Oct. 30:** **The Unexpected Leader**

Book Reports on *1776* and *April 1865*

 *Leadership Profiles: TBA*

**Nov. 6:** **The Boundaries of Leadership**

 Book Reports on *Teddy Roosevelt* and *Defining Moment*

 *Leadership Profiles: TBA*

**Nov. 13:** **Facing the Consequences**

 Book Reports on *Citizen Soldiers* and *The Best and the Brightest*

 *Leadership Profiles: TBA*

**Nov. 20:** **Review and Summary**

*Reading: The Art of Possibility*, Zander and Zander

**Thanksgiving Break: Nov. 26-30**

**Dec. 3: Final Report/Project Due**

**Last day of classes: Wednesday, Dec. 3**

**Core competencies this class covers, via the ACEJMC (Accrediting Council on Education in Journalism and Mass Communications):**

* Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
* Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
* Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
* Think critically, creatively and independently;
* Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
* Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
* Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
* Apply basic numerical and statistical concepts;
* Apply tools and technologies appropriate for the communications professions in which they work.
* (For graduate students) Contribute to knowledge appropriate to the communications professions in which they work.